**CODE-SWITCHING PRACTICES IN FOREIGN AND TURKISH EFL CONTEXTS: A COMPARATIVE REVIEW**

Harun ÇİFTCİ Eda ÜSTÜNEL

[harunciftci@isparta.edu.tr](mailto:harunciftci@isparta.edu.tr) eustunel@mu.edu.tr

**Abstract**

In this paper, we reviewed the studies on code-switching practices (hereafter, CS) in foreign (throughout the world) and Turkish EFL contexts. We analyzed and compared these studies with respect to its usage and pedagogical implications in the teaching and learning. Our review fundamentally revealed that there was a binarism on its usage in these contexts. The proponents of CS argue that its usage has positive implications, while the opponents are of the opinion that it prevents oral proficiency in L2 learning. The usage of CS has certain functions and advantages for both EFL instructors and learners in both contexts for the former. CS was mainly used by EFL learners subconsciously to keep their confidence and reliance; on the other hand, it was used consciously to maintain the flow of the conversation among their interlocutors. For EFL instructors, CS was mainly used to consolidate and transfer the intended meaning in their instructions in other words, for pedagogical purposes. As for the latter, the usage of CS in EFL contexts hinder the flow of communication and caused L1 interference in both EFL instructors and learners language productions. This argument was posed based on the premises of Communicative Language Teaching (CLT) Methodology which is still in progress in some EFL contexts. However, literature has provided evidence that the usage of CS had positive effects in both foreign (throughout the world) and Turkish EFL contexts. Significant pedagogic implications were proposed for using CS in EFL contexts. However, proposing a salient and explicit framework which specifies the parameters in its usage is utmost high importance for further studies in this research paradigm.

**Keywords:** Code-switching, function, pedagogic implication, intended meaning, explicit framework

**Introduction**

Code-switching (CS) may simply be defined as a process used by bilinguals or multi-linguals to alternate two or more languages without changing the topic in their communication (Poplack, 1980). What we know about CS is largely derived from the studies conducted on the people who are bilinguals or multilinguals. Since they can switch from one language to the other(s), research has focused on the underlying reasons of this language alternation process. According to Crystal (1987) CS plays a crucial role for their solidarity in their social and educational contexts. Among the other factors that triggered the use of CS are inadequate language proficiency, keeping the flow of the interaction, avoiding misunderstandings and unfamiliarity with similar words in languages (Poplack, 1980; Grosjean, 1982; Skiba, 1997; Bista, 2010).

Poplack (1980) identified three types of CS as inter-sentential switching, intra-sentential, switching, and tag-switching. For her inter-sentential switching results from the alternations between sentences; in other words, this process is a sentence-based switching. The second switching; intra-sentential, is the switching within a sentence or a phrase. Tag-switching is the insertion of a tag question from the first language (L1) to the second language (L2) or vice versa. Tag-switching was also defined as extra-sentential switching by Milroy and Muysken (1995) since this switching was performed off-limits of the main sentence.

Apart from bilingual and multilingual contexts, CS research paradigm also drew the attention of the researchers in English as a foreign language (EFL) context, and the main foci of these studies were mainly centered upon the argument whether CS had positive or negative impacts on teaching and learning English. With this respect, there has been a dichotomy which led these studies to ramify into two groups: the first group is the ‘against’ which defends a strong opposition on its usage and the second one group is the ‘for’ which asserts that the usage of CS is a favorable tool to be used in EFL contexts.

Especially, the spread of Communicative Language Teaching approach starting from in the second half of the twentieth century (Larsen-Freeman,1986) and the impact of Common European Framework (CEFR) triggered the opposition against the usage of L1. The against group argued that L1 interreference of EFL learners was thought to hinder their speaking ability and fluency in the target language. Despite these strong oppositions, recent studies, which support the idea that it has advantages in the use of CS in EFL classrooms. The proponents have argued that a judicious proportion of CS usage might help EFL learners to support their language learning process and improve their oral proficiency in the classroom context.

Recently, research on CS have also provided important insights for the investigations in Turkish EFL contexts. Hence, several implications were also put forward regarding its usage. To reach an understanding whether the studies conducted in foreign EFL contexts and Turkish EFL contexts yielded the same results on CS usage, we will firstly review the studies from different countries and later on the studies in Turkish EFL classrooms. The studies were also selected with respect to their citation indexes in this research paradigm. Additionally, rather than assigning criticisms to these studies, we aimed to provide a compilation of the implications obtained from the results of these studies and a rationale on how CS practices should be inserted as a beneficial tool in these contexts. We did not also pose a stance which tried to reveal a triumpher in this research paradigm.

**Code switching in foreign EFL contexts**

After it was first mentioned by Weinreich in his book Languages in Contact (1953), CS has been extensively investigated by the researchers throughout the world. The main concern in these investigations was for what purpose it was used among bilinguals and multilinguals. This case was also attracted the researchers in the field of EFL contexts. They have mainly centered upon whether CS could be used as a tool in enhancing language learners’ learning progress or not. To shed light in this research paradigm, we provided a literature review in EFL contexts. We followed a chronological order for the studies in both foreign and Turkish EFL contexts in our review. The following table illustrates CS studies conducted in foreign (throughout the world) contexts.

**Table 1.** *CS studies conducted in EFL contexts throughout the world.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Study** | **Participants/Context** | **Methodology/Instrument** | **Main results** |
| Macaro (2001) | 6 student-teachers / England | Mixed methods/ Video recordings were used to gather data | Use of CS due to time constraints. A proposal for a framework when to use CS |
| Qian, Tian, & Wang (2009) | 1500 pupils & 30 primary teachers / China | Conversation analysis / Video recordings were used to gather data | The cautious use of CS help and facilitate the foreign language learning in China. |
| Rahimi & Eftekhari (2011) | An EFL & ESP instructor / Iran | Qualitative method / Open-ended interview questions | Functional usage of CS in ESP classroom rather than in EFL classroom |
| Weng, (2012) | 36 non-English sophomore students / Taiwan | Mixed methods / Video recordings, questionnaire & post-interview | Functional usage for complex structures & strategic enhancement in teaching English |
| Amorim (2012) | 21 media studies undergraduates / Portugal | Conversation analysis / audio-recordings | Conscious and unconscious use of CS for pragmatic functions |
| Johnson (2013) | 5 EFL teachers & 96 EFL students / Sweden | Qualitative method/ interviews & questionnaire | CS usage for important functions of language use |
| Gulzar and Asmari (2014) | 100 faculty members & 100 EFL university students | Quantitative method / cross sectional survey | CS functions due poor linguistic competence |
| Simasiku, Kasanda & Smit (2015) | 12 ESL teachers / Namibia | Quantitative method / questionnaires and observation  checklists. | CS perceived as a tool for academic enhancement |
| Cancino & Díaz (2020) | 2 Female EFL teachers / Chile | Qualitative analysis / The FLAATT instrument | Observed CS usage as a hegemonic presence |
| Zainil & Safnili (2021) | 5 EFL teachers / Indonesia | Conversation analysis / video-recordings | Pedagogic and effective functions were identified for the use of CS. |

In his study Macaro (2001) analyzed CS usage with the contribution of 6 student teacher participants from the UK. He aimed to reveal how much CS was used by them, what made them use and the reasons that influenced their decision. Based on the framework of this case study, data was obtained from a quantitative analysis, an analysis of the interaction and a constructivist approach.

The starting point of why student teachers used L1, in other words CS, is their source of decision making which included personal beliefs, knowledge acquired during training program and recommendations. After posing six arguments and counter arguments to consider and discuss, the basic factor that triggered the use of CS was time pressure for the participants. Additionally, due to some significant reasons, (e.g., whether to use CS or not when compared with the other teachers at school) the participants reflected that they faced difficulties during their experiences on their training course in England. As a result, the researcher propounded a framework that might help EFL student teachers when to use CS as a beneficial tool. Currently, this proposition is also a topical issue in this research paradigm under different concerns and approaches such as translanguaging.

In this longitudinal study (2006-2009 in Beijing, China), with the contributions of two teachers in the Primary English Curriculum Innovation project, Qian, Tian, and Wang (2009) centered on the syntactical analysis of CS, then pedagogical and social functions of CS in the classroom contexts. Through transcribing the data from the observations, the researchers identified that inter-sentential CS was much more used than the other two types of CS (intra-sentential and tag switching). One of the significant data from the syntactical analysis of the study reflected that the drop off in the amount of CS was observed especially in the first years of EFL students. The researchers finally concluded that the cautious use of CS help and facilitate the foreign language learning in China. However, it is a still contentious issue that to what extent its use is adequate for EFL classrooms.

According to Rahimi & Eftekhari (2011), the argument that insufficient exposure to English made the students and teachers prone to using CS during their interactions in the class was perceived as a major problem in secondary schools in Iran. Therefore, they aimed to reveal underlying reasons of CS usage in Iranian secondary school context. In addition, for the purpose of exploring the trigger words which caused CS, the two classes, one of which was a general English class, the other one was an ESP class, were observed and the classroom instructors were also interviewed. The signs of trigger words were different with respect to both classrooms and most of the usages of CS was observed in ESP classroom rather than the general English classroom. Providing equivalents for the keywords, explaining grammatical structures, highlighting some lexical elements of vocabulary, inspiring students, expressing humor, and explaining next programs and assignments were accepted as the functions of Cs in Iranian EFL classrooms as a result of this study. Although this study held a psychological perspective in revealing the underlying reasons of CS usage among EFL instructors and learners, the researchers did not implement any instrument that measure their feelings and opinions with this respect. The only criterion that was used to reach a conclusion was the type of triggering corpus.

Weng (2012) aimed to find answers for the students’ and the teacher’s attitudes towards the use of CS. With its triple instruments to gather data from the participants, 36 of whom were sophomore students and an experienced English teacher in New Taipei in Taiwan. By adapting a framework (expressive function, directive function and meta-linguistic function) from Hymes’ studies (Hymes, 1964, pp. 15-53), the researcher analyzed the usages of CS in the classroom environment. He applied a questionnaire to students of whose results revealed that the use CS enhanced the learning process of English effectively. On the other hand, the post-interview results also indicated that the use of CS in the class for complex concepts was helpful but if the aim was oral practice.

Another investigation conducted in Portugal as a qualitative study by Amorim (2012) reflected the functions and reasons of CS in students’ interaction and it also revealed whether these CS were done consciously or unconsciously. The participants of the study were 21 media studies undergraduates divided into three groups for a sixty-minute lesson. From this point of view, this should be separated from other studies under this title as it dealt with students’ perceptions on CS regarding to its conscious or unconscious usages. In one of the interviews held with the students, it was pointed out that as they were all Portuguese and competent in their mother tongue (MT), they could easily code switch whenever they needed it. Herewith, the usages CS was also a conscious process based on the students’ needs. The researcher also drew our attention to the relationship between students’ proficiency level and functions of their CS usage. Additionally, the students regarded CS as a strategy to reach their communication objectives. This study reflected students’ perceptions on CS by stating that they were regarded as a useful tool to perform students’ communicative activities in the classroom environment.

In his research, Johnson (2013) provided a very favorable interview questions on behalf of making a comparison of teachers’ and students’ CS preferences. The participants were not only the teachers (4 out of 5 were females and the other was male) but also 96 students. Qualitatively held in a medium-sized town in Sweden, this study also attracted our attention to the similarities of the grammar knowledge and terminology between English and Swedish. This situation was perceived as a strategy for Swedish students’ use of CS when learning English and Swedish share similar linguistic features. Even though students argued that CS was a strategy to understand the target language (TL), they wanted their teachers to speak English more in the classroom environment. As a further study, the researcher proposed to investigate the amount of unintentional CS usage among the upper-secondary teachers of Sweden.

In their study, Gulzar and Asmari (2014) aimed to answer how Saudi EFL teachers and students decided on which reasons for CS were permissible or less permissible and how EFL teachers in Saudi university decided on the usage of its different functions in Saudi EFL classrooms. This cross-sectional survey study was carried out by the researchers with the contributions of 100 faculty members in TUELC (Taif University English Language Centre) and 100 EFL students at Taif University. The researchers focused on the awareness and use of CS as a strategy to teach English in Saudi EFL classrooms. The findings showed that, CS could be a beneficial strategy for EFL students in Saudi Arabia. However, when considered the first research question posed by the researchers, they did not provide clear-cut distinctions which types of CS were more permissible, or which were less.

Simasiku, Kasanda, and Smit (2015) investigated whether CS had a contribution on the learners’ academic achievement or not. The research was conducted on 12 EFL teachers at 12 different schools in the Caprivi Educational Region in Namibia. The results of the research were subcategorized into three sections in order to reflect the participants view on CS usage. These were *(a)* the effects of CS on learners’ achievement, *(b)* teachers’ perceived advantages of CS and *(c)* learners’ and teachers’ preferred language for communication. The results obtained from these classified views of teachers, which were then analyzed by SPSS, revealed that CS enhanced the learning of English. What this study lacks on the efficiency of using CS in the classroom environment is that it did not put any emphasis on students’ perceptions.

Cancino and Díaz (2020) aimed to investigate what types and how frequent functional usage of CS were performed by EFL teachers and their hegemonic language use (L1 or L2). With these purposes, data were gathered from two female EFL teachers working at a high school in Chile. The researchers used the FLAATT (Functional Language Alternation Analysis of Teacher Talk) instrument which measured three classroom interaction units: core goals, framework goals and social goals. Their study revealed an inconsistency in the usage of CS practices for the language functions. According to them, this case was also an indication of subconscious CS usage in those classroom contexts.

Based on Conversation analysis (CA) and stimulated recall interview (SRI), Zainil and Safnili (2021) investigated why EFL teachers code-switched and revealed their perceptions regarding CS. Five EFL junior high school teachers participated in this study. The researchers gathered data from the transcriptions of video lesson recordings and SRI audio-recordings. According to the result of the study, the researchers identified pedagogical and effective functions of CS in Indonesian EFL school contexts. Most of the pedagogical functions of CS were centered upon grammatical patterns; on the other hand, effective functions were centered upon compensating the inadequate language proficiency, giving feedback, and maintaining the flow of the course. Additionally, as was indicated in most of the studies in this research paradigm, time constraint on EFL teachers was another important factor that triggers the usage of CS. The findings of this study contribute a lot in framing CS usage and supports preparing an amenable program to use in EFL contexts.

**Code switching in EFL classrooms in Turkey**

Relevant to the studies that were conducted throughout the world, CS has also been a concern for the researchers on the basis of whether it has contributions to the learning and acquiring of foreign languages in Turkey. The following table illustrates CS studies conducted in Turkish contexts. Our main purpose is to reveal whether CS was investigated for the same purposes and the same results were obtained from these studies.

**Table 2.** *CS studies conducted in Turkish EFL contexts.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Study** | **Participants** | **Methodology/Instrument** | **Main results** |
| Üstünel & Seedhouse (2005) | 100 EFL university students | Conversation analysis / video and audio-recordings | The use of CS based on pedagogical focus and sequence in the talk-in-interaction |
| Bensen & Cavusoglu (2013) | 4 EFL teachers / North Cyprus | Qualitative study / audio-recordings | CS use was regarded as a useful tool when implemented carefully |
| Horasan (2014) | 4 EFL instructors / 43 EFL learners | Mixed methods / classroom observations, questionnaires, & interviews | The use of CS at different levels and meta-language use of CS to teach grammatical patterns |
| Raman & Yigitoglu (2015) | 3 novice EFL teachers & 12 EFL students | Qualitative study / video recordings & stimulated recall interviews | Cs was perceived as a positive contributor in teaching and learning English |
| Ozdemir (2015) | 34 university students | Action research / students written reports | Strategies used for preventing the use of CS were ineffective in EFL classroom |
| Akkaya & Atar (2015) | Graduate EFL students | Conversation and Discourse analysis / video and audio-recordings | Thirteen different pedagogic functions of CS were identified |
| Yataganbaba & Yıldırım (2015) | 3 EFL teachers | Mixed methods /  video recordings and semi-structured interviews | Beneficial effects of CS usage were emphasized |
| Bilgin (2016) | 5 Student teachers | Qualitative study / video-recordings, stimulated recall interviews | The importance of CS usage more than pedagogical factors was stressed and suggestion for the inclusion of CS into EFL teacher and mentor education programs |
| Karakaya & Dikilitaş (2020) | 550 EFL university students / 50 EFL instructors | Mixed methods / Questionnaires and interviews | Cautious use CS was suggested to facilitate the learning process |
| Ataş & Sağın (2021) | 5 EFL instructors / 150 university students | Qualitative case study research / video recordings, transcription software EXMARaLDA | Use of CS to perform better communicative functions in the classroom context. |

Üstünel and Seedhouse (2005) investigated the use of CS to reveal the sequential organization by implementing a conversation analysis perspective. The study was carried out at two different departments (modern languages and linguistics) of a state university. The participants were 100 EFL learners attending to these departments. As for data gathering instruments, video and audio recordings were used and data were transcribed based on the conversation analysis conventions. The researchers held two perspectives for EFL teacher’s pedagogic functional use of CS: teacher-initiated and teacher-induced. Hence, they identified pedagogical functions for teacher-initiated CS and teacher-induced. Their study revealed that there was a sequential order in the usage of CS in EFL classroom context. As a result, they proposed that the usage of CS was an interactional resource for both EFL teaching and learning, and further investigation needed to be carried out in different language teaching and learning contexts.

With its homogenous teacher participants, two bilinguals of English and Cypriot Turkish, one native speaker of English and a native speaker of Cypriot Turkish, this study was conducted in EFL classrooms in the English Preparatory School of a private university in North Cyprus (Bensen & Cavusoglu, 2013). As it was indicated in one of the similar studies, this study will also be reviewed in this section as the basic language of the participants are Turkish even their local language has some dialectic varieties. With the aim of answering the suggested questions the researchers applied a qualitative case study. The situations in which CS was used, the purposes of CS used by from different linguistic backgrounds and the positive and negative sides of CS in the classrooms were the main foci of this study. The results reflected that no matter what linguistic background an EFL teacher had, CS was used in the classrooms in order to provide clarifying meaning and saving time. However, when the purpose of the context was to pass a specific language proficiency exam focusing on grammatical points within a limited time, CS then may not be useful as the students were intrinsically motivated to communicative competence. Again, in this situation, it might be questioned whether it could be constituted such an environment in the classroom by decreasing the use of CS and augmenting the use of TL communicatively.

Horasan (2014) stated in her study that the high percentage of CS depended on lack of motivation, and it was used not only consciously but also unconsciously for a number of functions whether they were linguistic or methodological. Data obtained from this mixed methods study with the contribution of 43 students at elementary level and four instructors at a public university revealed that CS use was also seen as a tool which helped both learning and teaching English. The question still remained to be answered was whether there was a criterion to decide on the amount of CS usage in the classroom or how a teacher should decide its amount. The researcher also presupposed a further longitudinal study on a larger scale with a larger sampling.

Raman and Yigitoglu (2015) evaluated the perceptions of the participants in their case study which was conducted to the novice teachers at the School of Foreign Languages in Northern Cyprus. Since the L1 of the participants in Northern Cyprus is Turkish, even it has some dialectic differences; this study is included in this section. This paper addressed the questions of what the functions of CS in novice teachers’ practices, their perceptions towards CS were and the students’ perceptions on the role of CS in the classroom. By using qualitative data analysis software MaxQDA11, the research presented the participants’ preferences on the usage of CS as: connectedness to classroom, to encourage learning, to connect L1 and L2, to reflect teachers’ inner voice, to define feelings, emotions, abstract concepts, to make easy comprehension for students and to keep the students in the language learning. The first criterion to be discussed in this study was that CS was chosen as the quickest way of checking understandings of the students. What factors forced the teachers to choose this quickest way or why they chose this easiest way were the other questions that may have been answered in this study. Furthermore, as a positive aspect of this study which the other studies did not propose is that the distribution of students’ level in an EFL classroom and the exam-oriented system in Turkish education system affects CS use and amount adversely. These factors were expressed by the students’ participants of the research; however, they also implied that they could easily understand when CS was used by their teachers. These results provided further support for the hypothesis that CS had both educational functions and teacher-student stated functions in EFL classrooms, which should also be investigated as a longitudinal study for the development of CS studies.

In his study, Ozdemir (2015) investigated CS with respect its negative consequences in an EFL classroom context where the main purpose was to enhance EFL learners’ communicative competence in the target language. The researcher’s action research centered on the group work activities as a favorable technique in which the students participated communicatively. The researcher aimed to answer whether the amount of speaking in group and pair work activities was sufficient or not, the reasons of CS and the measures that could prevent CS while increasing the quantity of speaking in English. Having been conducted on 34 elementary students in different departments of a state university, the researcher determined seven important strategies in order to decrease the use of CS usage in these activities. These are: *(1)* Explaining the aim of the activity clearly, *(2)* providing the language according to the students need, *(3)* making students work with a different partner, *(4)* punishment, *(5)* rewarding, *(6)* letting the students pre-plan, and *(7)* monitoring more closely. The researcher claimed that with the implementation of the strategies in this study, the use of CS might be lessened in pair and group work activities. In order to apply these strategies, the researcher may take into consideration the proficiency level of EFL teachers, the language learning contexts and the importance given to EFL learning in the current National Education System in Turkey.

Akkaya and Atar (2015) investigated the usage of CS based on discourse analysis and conversation analysis. This study was conducted at a state university with the contribution of graduate EFL students. The data was collected in the listening and speaking classes of four different classes. Audio-recordings were used by the researchers to gather data and they identified 13 pedagogical functions that were attributed to teacher talk. The researchers also identified a systematic preference organization for specific functions. The researchers concluded that CS was not a negative tool, in contrast; it could be a beneficial tool for EFL classrooms. However, the paper also fails to specify in what amount of CS is valid as a beneficial factor EFL classroom.

This research also emphasized the types of CS used in EFL classrooms, their functions and whether it had contributions or not in language learners’ learning process (Yataganbaba & Yıldırım, 2015). It was conducted in two different cities: Denizli and Adana in Turkey. Three EFL teachers and their classrooms were the participants of the study. The researchers applied a mixed methods research design in which quantitative design was used in order to count the occurrences of CSs by teachers; on the other hand, qualitative design was for analyzing classroom interaction transcriptions. The research questions of the study revealed that CS was a matter of fact, in EFL classrooms and the balance of the usage of CS was of high importance in order to prevent the participants resorting to overuse of it. It was also highlighted in this study that promoting risk-taking behavior among language learners, a professional community in which the EFL teachers could share their ideas about the usage of MT and TL in the classroom, adaptation of the EFL teachers’ own discourse to the pedagogic discourse and keeping journals may have been beneficial in decreasing CS use in schools.

This study handled CS and its effective factors by making a comparison between ELT teachers and five student teachers at a state university in Turkey with the help of a thematic analysis (Bilgin, 2016). Another point reflected in this study is how CS was used to understand the relationship between the interaction taking place in the class and their teacher identity. The data obtained from the transcriptions and stimulated interviews to the participants revealed that their CS use was mostly centered on the grammar teaching sessions. Here also it may be inferred from the study that there was a big gap between the student teacher and their supervisor on the understanding of CS usage in the classroom. In other words, the student teachers were not supportive on the over-usage of CS when compared their supervisors in the classroom. This study also argues whether CS could be inserted into education program as a strategy for effective language teaching. In addition, the most important aspect of this study was that it correlated the use CS with the teacher’s identity and characteristics by implying the incompetency of the teacher education programs in Turkey.

Karakaya and Dikilitaş (2020) investigated the perceptions of EFL teachers and students regarding the use of CS in their classrooms. With the participation of 550 EFL students and 50 EFL instructors at three different state universities, the researchers administered questionnaires and semi-structured interview based on a mixed methods perspective. This study revealed that both student and instructor participants regarded CS usage as a beneficial tool in EFL classrooms. EFL instructors viewed CS as a tool which was used to cope with the pedagogical challenges in their classrooms. On the other hand, the EFL learners viewed CS usage positively especially, in enhancing their understanding, providing affective support such as encouraging participation, and improving their motivation in learning target language. The researchers argued that the usage of CS in EFL contexts should be taken into consideration when preparing educational policies. This results construe with the previous studies that were conducted in this research paradigm.

In their studies Ataş and Sağın-Simşek (2021) aimed to reveal discourse and educational functions of CS and how frequently it was used in the EFL classroom contexts based on a qualitative case study research paradigm. The participants of this study were 5 EFL instructors and 150 EFL students attending to school of foreign languages of a state university. The researchers identified fifteen educational functions and ten discourse functions of CS from their transcriptions of the video-recordings. Forms of CS were also identified as discourse markers, phrase-sentence level switches and other forms of switches. The researchers stressed the importance of a planned procedure of CS usage might be beneficial for the enhancement of EFL learners’ language learning. They also argued that since the usage of CS was a natural process all parties in the language learning field should benefit from its advantages.

**Conclusion**

The phenomenon CS in the field of language studies has always been a controversial phenomenon especially in Turkish EFL contexts (Üstünel & Seedhouse, 2004; Sert, 2005; Yatağanbaba & Yıldırım, 2015; Karakaya & Dikilitaş, 2020; Ataş & Sağın, 2021). When approached to this research paradigm in a figurative way *‘’To be, or not to be, that is the question’’ (Shakespeare, 1604, 3)* would be the best apothegm to reflect the fuzziness whether CS should be used or not in EFL classrooms. Even in most of the studies in this paper, the types of CS and the reasons for prompting it have been significantly demarcated; few of them can clearly prove the distinction between CS emerging in bilinguals and in EFL learners as they detect bilinguals’ use of CS as a starting point for their studies. A common point they argue is that it could be used as a helpful strategy in language teaching. However, there has been very little research directly differentiating the two parameters: *(1)* to understand and learn (‘learn’ means here to be able to grasp the linguistic features of English) TL with the help of CS or *(2)* to communicate and transfer the meaning between interlocutors in TL with the help of CS. Finally, it should be taken into consideration in CS use whether proficiency levels of EFL students have an effect on the amount and quality of CS or not.

One of the most important implications about the usage of CS in EFL classrooms is that since the very beginning of ELT in Turkey, there has always been an inconsistency among ELT teachers, whether it is a useful strategy or an obstacle hindering the effective and fluent communication in the TL. This may have been the outcome of the incessant changes in education policy, especially the school types in which EFL teaching hours are distributed among a deranged and inadequate manner, have negative effects on teaching English. In other words, the limited time for teaching a foreign language may lead EFL teachers to overuse CS in order to save time. The distribution of the students according to their levels in EFL classrooms is also another important issue in Turkey (Raman & Yigitoglu, 2015). As a consequence of this situation, when compared with the students competent in communicative activities, lower-level students may feel anxious about speaking in the TL. Therefore, CS may seem to them as a supportive tool which can affect this language learning process adversely.

The literature has provided significant contributions of CS practices in both Turkish and foreign EFL contexts. However, based on previous findings and as a means of further research, the researchers should focus on a tangible framework on the utility of CS practices in EFL contexts. In our review we aimed to reveal whether CS usage in foreign EFL and Turkish context yielded the same results. As for the results, the usage of CS served the same purposes with an exceptional result where CLT was used as a methodology to consolidate the flow of the communication in classroom context (Bensen & Cavusoglu, 2013, Ozdemir, 2015). From the perspectives of EFL teachers, instructors, and students, it was mainly used for pedagogical and communicative aspects. Two important suggestions should be put forward from the studies rereviewed in this paper. The first one is to prepare a tangible educational policy which contains effective strategies based on the perceptions of EFL instructors, teachers and students regarding L1 usage in the classroom contexts, and the second one is to establish premises that identifies the use of CS with respect to its pedagogical functions and delimitations.

**REFERENCES**

Akkaya, G., & Atar, C. (2015). An analysis of code-switching in Turkish EFL classroom interaction. *Arecls, 12*, 53–77. Retrieved from https://www.researchgate.net/publication/323029199\_AN\_ANALYSIS\_OF\_CODE-SWITCHING\_IN\_TURKISH\_EFL\_CLASSROOM\_INTERACTION.

Amorim, R. (2012). Code switching in student-student interaction; functions and reasons. *Revista de Estudos Linguísticos da Univerdade do Porto, 7*(-), 177–195. Retrieved from http://ler.letras.up.pt/uploads/ficheiros/10749.pdf

Ataş, U., & Sağın-Şimşek, Ç. (2021). Discourse and educational functions of students’ and teachers’ code-switching in EFL classrooms in Turkey. *Linguistics and Education, 65*(-)*,* 1–8. https://doi.org/10.1016/j.linged.2021.100981.

Bensen, H., & Cavusoglu, Ç. (2013). Reasons for the teachers’ use of code-switching in adult EFL classrooms. *Hasan Ali Yücel Eğitim Fakültesi Dergisi, 20*(2), 69–82. Retrieved from http://dergipark.gov.tr/download/article-file/93177

Bilgin, S. S. (2016). Code switching in English language teaching (ELT) teaching practice in Turkey: Student teacher practices, beliefs and identity. *Educational Research and Reviews 11*(8), 686–702. <http://doi:10.5897/ERR2016.202>

Bista, K. (2010). Factors of code-switching among bilingual English students in the university classroom: A survey. *English for Specific Purposes World*, *29*(9). Retrieved from https://files.eric.ed.gov/fulltext/ED525827.pdf

Cancino, M., & Díaz, G. (2020). Exploring the code-switching behaviors of Chilean EFL high school teachers: A function-focused approach. *Profile: Issues in Teachers’ Professional Development*, *22*(2), 115–130. https://doi.org/10.15446/profile.v22n2.81152

Crystal, D. (1987). *The Cambridge Encyclopedia of Language*. Cambridge University Press.

Grosjean, F. (1982). *Life with Two Languages.* Harvard University Press.

Gulzar, M. A., & Asmari, A. (2014). Code switching: Awareness amongst teachers and students in Saudi universities EFL classrooms. *Higher Education of Social Science, 6*(2), 1–13. http://doi: 10.3968/j.hess.1927024020140602.4437

Horasan, S. (2014). Code-switching in EFL classrooms and the perceptions of the students and teachers. *Journal of Language and Linguistic Studies, 10*(1), 31–45. Retrieved from ww.jlls.org

Hymes, D., H. (ed.) (1964). *Language in Culture and Society: A Reader in Linguistics and Anthropology*. Harper & Row.

Johnson, S. (2013). Code switching in the English classroom: what teachers do and what their students wish they did. *Faculty of Art and Sciences,* 1–23*.* Retrieved from <https://www.diva-portal.org/smash/get/diva2:691914/FULLTEXT02.pdf>.

Karakaya, M., & Dikilitaş, K. (2020). Perceptions of the students and the teachers towards the use of code switching in EFL classrooms. *The Literacy Trek, 6*(1), 40-73.

Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Oxford University Press.

Macaro, E. (2001). Analyzing student teachers’ code switching in foreign language classrooms: Theories and decision making. *The Modern Language Journal, 85*(4), 531­–548.<https://doi/10.1111/0026-7902.00124>.

Milroy, L & Muysken, P. (ed.) (1995). *One Speaker, Two Languages: Cross-disciplinary Perspectives on Code-switching*. Cambridge: Cambridge University Press.

Qian, X., Tian, G., & Wang, Q. (2009). Code switching in the primary EFL classroom in China- two case studies. *Science Direct, 37*, 719–730.

https://doi: 10.1016/j.system.2009.09.015.

Ozdemir, B. (2015). How to prevent students’ code-switching during group work. *International Journal of Languages, Literature and Linguistics, 1*(1), 15–19. Retrieved from http://www.ijlll.org/vol1/4-X00048.pdf.

Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en Español: Toward a typology of code-switching. Linguistics, 18(7-8), 581–618.

http://doi: [10.1515/ling.1980.18.7-8.581](http://dx.doi.org/10.1515/ling.1980.18.7-8.581).

Rahimi, A., & Eftekhari, M. (2011). Psycholinguistic code switching in Iranian university classroom context. *The Journal of Language Teaching and Learning, 1,* 54–63. Retrieved from http://www.acarindex.com/dosyalar/makale/acarindex-1423913545.pdf.

Raman, Y., & Yigitoglu, N. (2015). Friend or foe: English as the medium of instruction policy versus code switching practices. *Educational Research Association: The International Journal of Research in Teacher Education, 6*(3), 1–23. Retrieved from ww.ijrte.eab.org.tr.

Internet Shakespeare Editions. (2011, January, 4). Years 1604-1606: Shakespeare’s life. *https://internetshakespeare.uvic.ca/Library/SLT/reference/chronology/years1604-1606.html.*

Skiba, R. (1997). Code switching as a countenance of language. *The Internet TESL Journal*, *3*(10). Retrieved from http://iteslj.org/Articles/Skiba-CodeSwitching.html

Simasiku, L., Kasanda, C., & Smit, T. (2015). Can code switching enhance learners’ academic achievement? English Language Teaching, 8(2), 70–77. http://doi: 10.5539/elt.v8n2p70

Üstünel, E., & Seedhouse, P. (2005). Why that, in that language, right now? Code-switching and pedagogical focus. *International Journal of Applied Linguistics, 15*(3), 302–325. <https://doi.org/10.1111/j.1473-4192.2005.00093.x>

Weinreich, U. (1953). *Languages in Contact*. The Hauge: Mouton.

Weng, P. (2012). Code-switching as a strategy use in an EFL classroom in Taiwan. *China Foreign Language,* *10*(10), 1669–1675. Retrieved from http://spirit.tku.edu.tw:8080/phd/upload/898110076/%B5o%AA%ED%BD%D7%A4%E5.pdf

Yataganbaba, E., & Yıldırım, R. (2015). EFL teachers’ code switching in Turkish secondary EFL young learner classrooms. *International Journal of Linguistics, 7*(1), 82–101.

http://doi: 10.5296/ijl.v7i1.6750

Zainil, T. & Safnili A. (2021). Teachers’ perception of their code-switching practices in English as a foreign language classes: The results of stimulated recall interview and conversation analysis. *SAGE Journals*, 11(2), 1–10. <https://doi.org/10.1177/21582440211013802>